

Barton Elementary School



2014-15 School Improvement Plan

Barton Elementary School

1700 BARTON RD, Lake Worth, FL 33460

www.edline.net/pages/barton_es

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

94%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

C

D

D

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to facilitate academic, social and emotional development in a safe environment for all students to become productive citizens in an ever changing world.

Provide the school's vision statement

Accomplishing this mission is supported with a three-fold vision: "1) Students, teachers, staff, parents, business partners and community members will work cooperatively in a harmonious atmosphere; 2) Barton will be a community-centered school where students, teachers, staff, parents, business partners and community members are working together to meet the challenges of everyday life; and 3) Students will use technology so they will be able to compete in a technological world." All students are recognized as valued individuals with gifts and challenges that deserve equitable and fair treatment

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Barton will:

- * continue to build relationships among faculty and students and families
- * Include all stakeholders in decision making processes to improve relationships and decrease the achievement gap
- * Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- * discuss and model strategies to learn about diversity within the school and to promote cultures of all students
- * Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- * provide professional development to all faculty and support in order to improve positive interpersonal interactions in the classroom
- * Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- * Attend District provided Professional Development on multicultural offerings;
- * Schedule and plan school wide multicultural projects;
- * implement cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- * Collect data on ratio of positive interactions (RPI) with students;
- * Writing Action Plan goals based on RPI data collected.

* Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

Barton hosts after school clubs, such as Book Club, SECME, Garden Club and Band. This offers a student-teacher interactive experience outside of the academic arena. Barton also offers a teacher/student mentoring program. The students are paired with a mentor teacher who is available at all times if needed.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Before school, students are greeted by Barton staff and are encouraged to have breakfast in the cafeteria. Throughout the day, the entire campus is secured including all classroom doors locked. During the school day, if issues arise, teachers are advised to complete a Student out of Sorts (SOS) form which is a proactive measure. A counselor or other qualified staff member immediately goes to the room and conferences with the child to de-escalate a potential problem. Barton is an anti-bullying school that promotes positive behavior school wide. Posters are seen throughout the school and translated in all three languages: Spanish, English, and Creole. In order to monitor dismissal, procedures are in place. Each type of transportation is color-coded by bracelets. Bus students congregate in the cafeteria prior to getting on their bus. Teachers take attendance while students load buses. Walkers are escorted to the gates off campus and a staff member monitors students in transit.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Barton utilizes Single School culture for behavior through the CHAMPS program to promote positive behavior throughout the day. This program clearly defines what movement and noise level is to occur within all academic and non academic environments throughout the school. Students are always aware of the expectations due to teacher clarification and positive reinforcement. Staff members are trained in CHAMPS. Barton has a universal attention signal, which is an open hand raised in the air. Barton utilizes Single School culture for academics through Learning Team Meetings, Common Plannings Sessions, and Professional Developments. LTMs are held every two weeks per grade level. During these sessions, data is discussed and analyzed. Instruction is then differentiated based on the needs of each student. Common planning sessions are held every other week. The grade levels meet together with the reading coach and plan lessons that align with the Florida Standards. Each content area shares their lessons and as a grade they determine a topic to use throughout each content. Teachers attend PD sessions on half days and In-service days based on the areas of improvement within the school.

Barton utilizes Single School Culture for climate through faculty meetings. Faculty meetings are held once a month. As well, the Instructional Council meets once a month. This is where the team leaders attend a meeting with administration and relay the information learned to their teams.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Barton hosts a teacher-student mentor program in which students are paired with teachers to monitor and encourage students both academically and socially. As well, Barton has a guidance program that allows students opportunities to talk with counselors about any issues they face inside or outside of school. The school utilizes two counselors, one being an ELL counselor that is exclusive to the ELL population. Guidance counselors also conduct peer mediation with the students prior to writing student referrals. This allows students to learn how to use conflict resolution.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Barton teachers host the Sal-P-Que, where students invite their parents to a student led conference about their academic performance. This is followed up by a Bar-B-Que. During this time, teachers congregate with parents and students to learn more about each other and their culture. Barton also offers opportunities such as Parent University, where faculty members share ideas as to how parents can monitor and support their children's success at home. Parents are encouraged to bring their children with them to the parent resource room for these trainings. In addition, Barton provides extra curricular activities for students to attend with their families, such as Curriculum night, STEM night, Literacy Night including the Book Fair, and Science Night

Barton offers Coffee with the Principal once a month where parents are invited to a morning meeting hosted by the principal. These meetings provide important updates about what is occurring in the school. Parents receive Barton "passports" and have them stamped any time they visit Barton. At the end of the year, those with the most stamps are entered into a drawing for a gift card.

Parents are encouraged to attend monthly SAC meetings. At all parent meetings, the parents are provided with headsets in which language facilitators translate from English to their native language.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Barton reaches out to the local community and invites organizations and businesses to visit the school. The science department has invited the local weather channel, as well as the science museum to provide in school real world learning experiences through hands on activities. Additionally, our parent liaison has established relationships with local businesses, such as Costco, Riggins Crab House, Wells Fargo, and Publix, who donate goods and services for the students. Barton is also partners with the Oasis Rehab Center in Lake Worth. This organization donated breakfast weekly for Saturday tutorial.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Byrd, Vikki	Other
Edwards, Tina	Instructional Coach
Goodman, Alice	Other
Matinale, Dana	Other
Morgan, Andrea	Instructional Coach
Sanon, Denise	Principal
Stockman, Shannon	Instructional Coach
McNichols, Scott	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Instructional Coaches hold multiple responsibilities. They include monitoring data through EDW, Think Central, Reading Plus, iReady, Diagnostics, and Performance Matters (Justify). Additionally, they create ongoing assessments that align with the standards being taught. Coaches also track student progress by creating tracking forms and discuss and analyze progress with teachers. They provide ongoing professional development through learning team meetings, PDD, and common planning sessions. All coaches support teachers and students through the coaching cycle, and organize tutorial programs. As well, coaches develop school wide content area events throughout the year to promote academic engagement and parent involvement.

The Learning Team Facilitator monitors Learning Team Meetings. In addition, the LTF serves as RTI and monitors the RTI process for the school. She handles referred students and holds SBT meetings. Administration supports and enforces school wide positive behavior. They conduct classroom environment walk throughs to ensure that effective learning is occurring daily through a bell to bell schedule. Administration also monitors data and tracks student progress through data chats with teachers and instructional coaches. The principal and assistant principal hold monthly faculty

meetings, parent trainings, and attend professional development sessions on campus. They are very involved in parent communication and student achievement
The ESOL and ESE coordinator monitors ELL and ESE students in the process of going from sheltered status to mainstream.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Barton implements multiple measures of data school wide and the RTI process. Students are assessed by FAIR, Diagnostics, Performance Assessments, Florida Standards Assessments, iReady diagnostics, and mini assessments, as well as Reading Running Records. Kindergarten and first grade students participate in the Pre-LAS test for ELL placement, 2nd-5th grade ELL students are assessed with the LAS Links, and the annual test administered for ELL students is the CELLA. Teachers are trained by instructional coaches to assess data, modify, and implement instruction based on the results of data. As well, teachers discuss data in LTMs with the LTF.

Single school culture

Academics:

Learning Team Meetings occur every two weeks per grade level. All grade level teachers meet with the Learning Team Facilitator, the academic coaches and administration to discuss and analyze data, modify instruction, and create learning goal scales. In addition, student work and best practices are shared and analyzed.

Common Planning meetings are held and facilitated by the academic coaches every other Wednesday. At this time, the grade levels come together to discuss common themes that they will focus on for the next few weeks. They create goals and plans based on standards, domains, units of study, and big ideas. They then determine how they can incorporate all subject areas into the subject they teach. All teachers have been trained in LLI and provide small group instruction to students in the extended hour. This includes fine arts and resource teachers. Barton received an Adobe Connect grant to help students with technology.

Behavior: Champs school wide, universal attention signal

Barton is implementing a School-wide Positive Behavior System. Champs is being implemented by all staff members in all areas of the school.

Climate: Universal Behavioral Matrix

Barton's Title I:

Barton has implemented a tutorial program for students on Saturday mornings from 8:00-11:00.

Students in 3rd, 4th, and 5th grade attend tutorial for reading, writing, and math.

Title 1 funds an 0.5 instructional coach, 0.5 LTF, parent liaison, four 0.5 resource teachers, supplies for classroom, parent involvement, and professional development.

Barton also partners with adult ed and multicultural to provide English Language services to the parents.

Barton is a pilot school for ESOL, which allows us to have two SAI positions and an ESOL SAI position.

The parent liaison partners with local agencies to provide food and resources for students and families.

Staff development is provided by district departments through title II funding.

Parent trainings are also funded through this department.

District Title 1 Funds:

Area support teams

Curriculum support

MTSS

Reading Interventionist

LLI support
Literacy Cohort support
2nd grade summer academy
Reading Coach
STEM support
Pre-K units
District Title II Funds:
Area support teams
Curriculum support -Professional Development
MTSS - Professional Development
Title III:
Multicultural grant to work with level 1 and ESOL students.
Title X:
Homeless programs
Migrant

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jennifer Scott	Teacher
Carol Haughton	Teacher
Marie Delva	Teacher
Julie Serrano	Teacher
Coi Lazier	Teacher
Denise Sanon	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SIP is shared with the parents and feedback is provided. Each content area strategies are reviewed frequently throughout the school year and modified if needed.

Development of this school improvement plan

SAC chairs and committee members were present while creating the school improvement plan. The team discussed specific targets and goals for all areas throughout the school. The plan was reviewed and revised prior to being submitted.

Preparation of the school's annual budget and plan

School Improvement plan was reviewed with SAC. Minutes were taken. Barton proposed purchases for Foundations and LLI Kits. This was approved. SAC has about 5,000 dollars in the account.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Morgan, Andrea	Instructional Coach
Stockman, Shannon	Instructional Coach

Duties***Describe how the LLT promotes literacy within the school***

The LLT hosts different events throughout the year to promote literacy. Three times a year on a PDD, the team provides a Books N' Breakfast event, where students are able to invite either their grandparents, dads, or moms to enjoy breakfast and read a book of their choice. Additionally, the team plans a literacy night in which teachers volunteer to plan literacy activities for families and strategies that can be implemented at home. Another family literacy event is the Sal-P-Que, where students lead a conference with their parents discussing their academic performance. The families then gather with the teachers for a Bar-B-Que dinner.

The instructional coaches have organized a resource room with a multitude of books that are available to teachers. This room offers reading and writing resources, as well as math and science texts.

Barton also offers a Book club to students interested in reading for pleasure outside of the Reading Block. Here, students gather to read the same book and discuss the story in depth through grand conversations.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning is facilitated by the coaches every other Wednesday. Team planning occurs on a weekly basis to ensure that all teachers are prepared for upcoming instruction. Each grade level has a team leader who attends monthly team leader meetings with administration. These liaisons relay information between their grade level members and administration. Every other week, each grade level attends LTM sessions, in which data is analyzed, and best practices are shared.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Administration receives and reviews potential candidate's resumes. Selected candidates take part in the STAR interview from the Haberman Educational Foundation. This interview is a personality-based interview for high needs schools. The interview team consists of administration, as well as either a grade chair or academic coach. Staff members are chosen based on the interview and openness to continue learning how to become an effective teacher.

Barton is a growing and improving school. As an extended day school, teachers are excited to be part of

the Baton team, as the school grade continues to improve. New teachers participate in a teacher mentor program where they are paired up with a veteran teacher based on personality and/or content area. Throughout this program, new teachers complete the ESP program, which allows them to get to know their school, and provides opportunities for them to observe and be observed in order to build capacity and confidence within the classroom. Instructional coaches engage new teachers in the coaching cycle to support them as well.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Educator Support Program is created to provide new educators with support in order to build effective leaders. New teachers are paired up with mentors who are clinical educator trained. They are paired by content area, personality traits, and ability. Mentors meet with their mentee on a continuous basis to discuss lessons, concerns, and any questions they may have that need to be addressed. These pairs work collaboratively in order to build confidence and success. Mentees attend additional meetings led by the ESP contact to ensure that they are meeting the demands in a timely manner.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All K-5 instructional staff members have received training on the Florida Standards. We follow the Units of Study which are created by the curriculum department. Barton also holds planning days, where the content area teachers meet to plan for the entire unit. During this time, standards are unpacked, materials are chosen, and lessons are planned in depth. Teachers use the items specs to create text-dependent questions during instruction. As well, we use LTMs to create learning goal scales.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All content area teachers differentiate instruction through small groups and rotations. Data is pulled from EDW based on Running Records, Diagnostics, or FCAT to determine a starting point. However, data is used continuously throughout the year to modify small group instruction. Teachers may pull groups based on their level, as well as pulling strategy groups. In addition, resource teachers push in to classrooms to provide supplemental instruction to those students in different tiers. Barton also utilizes SAI teachers to provide LLI to the lowest 25% of the students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

K-2 teachers will implement a 20-20-20 framework during the extended hour day block. During this time, teachers will teach shared reading for 20 minutes, small group instruction for 20 minutes, and oral language for 20 minutes. All K-2 teachers are trained on this model. 3-5 teachers will implement a 30-30 framework during the extended hour. The first 30 minutes teachers will be monitoring Words Their Way Word Work. This involves differentiated small groups engaging in word work activities based on their spelling challenges. The last 30 minutes, teachers will implement a shared close reading. This involves reading articles from Science Weekly with the science skills taught that week. The teacher will use this text throughout the week, teaching a different skill each day and assessing them on Fridays. In addition, Barton has staff members, such as the fine arts team pushing in to service students using LLI during this time.

Strategy Rationale

Barton's goal is improve proficiency. At the same time, we are working very hard to increase learning gains in all students. Therefore, we have all hands on deck during the extended hour, and provide the most effective reading instruction we feel that benefits the students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sanon, Denise, denise.sanon@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will assess their students weekly based on the differentiated small groups. Teachers will keep records and analyze data at LTMs, common planning, and with the instructional coaches.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At the end of the school year, the school holds a kindergarten round up event. At this event parents are informed of what they need to do in order to get their child ready for Kindergarten. They also get a look at the school and tour the classrooms. Kindergarten is a staggered start at the beginning of the year. As well, many kids have been in VPK at Barton Elementary.

Lake Worth and Lantana Middle Schools visit Barton's fifth grade students to talk about the programs offered in middle school, as well as the structure and expectations of the school. Fifth grade students are provided the opportunity to visit local middle schools at the end of the year with their families. They are able to speak to guidance counselors to discuss classes they may take in 6th grade. Fifth grade teachers fill out the choice programs for students in order to place them in the best fit courses.

The fifth grade team leader also creates a graduation ceremony at the end of the year that is held at the local high school nearby.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve student achievement among content areas
- G2.** Improve student behavior through proactive and positive interactions

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improve student achievement among content areas 1a

G053803

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	53.0
AMO Math - All Students	53.0

Resources Available to Support the Goal 2

- Shared Closed Reading - Science studies weekly in the extended hour
- Reading Plus - on the fine arts wheel, as well as computer lab rotation during reading blocks
- Imagine Learning - on fine arts wheel and in learning stations
- Resource Teachers - push in to classrooms to provide supplemental instruction
- Extended Hour - teachers will work with students using LLI
- Resource Room - grade level appropriate content area texts
- Foundations
- Adobe Connect

Targeted Barriers to Achieving the Goal 3

- Lack of vocabulary

Plan to Monitor Progress Toward G1. 8

mini-assessments, diagnostics, FAIR, Palm Beach Performance Assessment

Person Responsible

Denise Sanon

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

diagnostics FAIR mini assessments benchmark assessments FCAT

G2. Improve student behavior through proactive and positive interactions 1a

G053804

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	2.0

Resources Available to Support the Goal 2

- Teachers will monitor the ratio of positive and negative interactions with the students - form will be provided
- School wide positive behavior plan
- CHAMPS
- Character Counts
- Behavior Slips - three B's: Be responsible, Be respectful, Be ready to learn
- Students out of Sorts form (SOS)
- Student/Teacher mentor program

Targeted Barriers to Achieving the Goal 3

- Teachers do not reinforce expectations and consequences - they are taught in the beginning of the year but not year long - should use behavior matrix throughout the year - teachers need to be consistent throughout the grade level.

Plan to Monitor Progress Toward G2. 8

EDW Behavior reports

Person Responsible

Scott McNichols

Schedule

Monthly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Walk throughs, EDW behavior reports, RPI forms

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. Improve student achievement among content areas 1

 G053803

G1.B6 Lack of vocabulary 2

 B135870

G1.B6.S1 Teachers will increase the use of tier 2 and tier 3 words throughout content areas. 4

 S147826

Strategy Rationale

Explicit vocabulary instruction will occur to improve students' vocabulary. Students need to be exposed to the words multiple times and see how they carry over from content to content. The vocabulary folders provide a sense of ownership to the students where they are responsible for creating their own personal dictionaries and monitoring the frequency of the words being used. The words chosen for this instruction will be tier 2 words. If students are familiar with tier 3 words but not common used vocabulary, they will not be successful. However, if they can comprehend both tier 2 and tier 3 words, they will experience a higher rate of success.

Action Step 1 5

Explicit Vocabulary Instruction will take place during the Interactive Read Aloud in the reading block and transfer to math and science classes. Teachers will identify commonly used words to explicitly teach to the students. ELA teachers will work with math and science teachers to present the same words in each class. Students will use words from read alouds, Science Studies Weekly, and content area computer software that highlight vocabulary. Students will write the definitions in vocabulary folders. The folders will travel with the students from class to class so they can "freckle" the words as they see or hear them used in each content area. These folders will be monitored by teachers, coaches, and LTF. Students will utilize reading notebooks and supplemental materials to support the Reading Block and Words Their Way during the extended hour.

Person Responsible

Shannon Stockman

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Explicit Vocabulary Folders, Word Walls, Assessment data (Reading Plus, iReady, Science Studies Weekly),

Action Step 2 5

Barton's parent liaison will engage parents of students in activities such as parent university, and utilizing the parent resource room to provide them with support and strategies to use at home with their children. The parent liaison organizes Coffee With The Principal as well which is a proactive approach that allows parents to stay in the loop with what is happening at the school. At all parent events, strategies that are offered will be to improve student academic success. The parent liaison also promotes Books N' Breakfast, as well, as family events that occur at school.

Person Responsible

Denise Sanon

Schedule

On 6/5/2015

Evidence of Completion

Marie Boucard's schedule and documentation of services. PRC sign in sheets, parent training documentations and evaluations

Action Step 3 5

Administration and reading coaches will attend Teacher's College in NY. This training will provide professional development on the Lucy Calkins framework in which Barton utilizes for reading instruction.

Person Responsible

Denise Sanon

Schedule

Semiannually, from 7/1/2014 to 6/30/2015

Evidence of Completion

Teacher's College agenda and materials

Action Step 4 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administration and reading coaches will conduct walk throughs during Interactive Read Aloud. Admin and coaches should see evidence of the vocabulary words around the classroom and on the word walls. All teachers will be held accountable to have vocabulary folders checked and monitored by reading coaches to ensure vocabulary instruction is occurring daily. Teachers will submit lesson plans with vocabulary words in it.

Person Responsible

Denise Sanon

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

iObservations, teacher data chats, administrative exit slips

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Professional development will be provided to show teachers how this should be done effectively. Coaches will model how to implement explicit vocabulary instruction. During common planning, grade level teams will select words to teach explicitly and add them into the lesson plans for the week.

Person Responsible

Denise Sanon


Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Lesson plans

G1.B6.S6 Increase the use of technology to incorporate supplemental instruction. 4

 S147831

Strategy Rationale

Students will use student friendly computer software in Reading, Math, and Science to increase vocabulary knowledge. These programs are differentiated to the students' individual needs and allow students to work at their own pace.

Action Step 1 5

Students will engage in content area computer programs that are geared to the needs of each individual student. Teachers/tutors will differentiate instruction through the utilization of software and online resources. This will occur during daily instruction as well as Saturday tutorial and summer tutorial.

Person Responsible

Denise Sanon

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

iReady, Reading Plus, Imagine Learning, Think Central, Science A to Z,

Plan to Monitor Fidelity of Implementation of G1.B6.S6 6

Teachers, with the support of instructional support personnel, will pull data from these programs and analyze it to differentiate instruction.

Person Responsible

Denise Sanon

Schedule

On 6/4/2015

Evidence of Completion

Reports

Plan to Monitor Effectiveness of Implementation of G1.B6.S6 7

Reports will be analyzed during Learning Team Meetings. The LTF and academic coaches will assist in analyzing the reports.

Person Responsible

Vikki Byrd


Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Reports

G1.B6.S7 Use data to drive small group instruction. 4

 S147832

Strategy Rationale

Administration and instructional personnel will use a combination of historical data and current data trends to address the needs of all students.

Action Step 1 5

Teachers will differentiate lessons based on data and incorporate supplemental instruction and activities based on students' needs. Teachers will meet with the math coach and LTF to determine students' strengths and weaknesses.

Person Responsible

Tina Edwards

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Data reports

Action Step 2 5

Students will receive additional math instruction in the math lab with the math resource teacher through the use of manipulatives and computer based math programs. Students will engage in iReady, a math program that is tailored to meet each individual student's needs. The math coach/resource teacher will pull small groups for supplemental math instruction based on data.

Person Responsible

Tina Edwards

Schedule

On 6/5/2015

Evidence of Completion

Data chats, walkthroughs

Action Step 3 5

Students will engage in math and science challenges in order to build capacity. Instructional coaches will monitor data from these challenges.

Person Responsible

Tina Edwards

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data collected from each challenge, observation

Action Step 4 5

Students in the lowest 25% in reading will receive LLI support.

Person Responsible

Denise Sanon

Schedule

On 6/5/2015

Evidence of Completion

Informal running records, student journals

Plan to Monitor Fidelity of Implementation of G1.B6.S7 6

Data will be used to provide the interventions necessary for all students

Person Responsible

Vikki Byrd

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

school based team and child study agendas, PD agendas, LTM agendas, Team Meetings Notes, Common planning, EDW reports,

Plan to Monitor Effectiveness of Implementation of G1.B6.S7 7

Learning Team Meetings, School Based Team, data

Person Responsible

Vikki Byrd


Schedule

On 6/4/2015


Evidence of Completion

Agendas


G2. Improve student behavior through proactive and positive interactions 1

 G053804

G2.B1 Teachers do not reinforce expectations and consequences - they are taught in the beginning of the year but not year long - should use behavior matrix throughout the year - teachers need to be consistent throughout the grade level. 2

 B135871

G2.B1.S1 The behavior committee will provide teachers with the ratio of positive interactions (RPI) form. The teachers will utilize this form to code themselves based on class behaviors. The teachers will analyze their interactions and create a plan of action. Teachers will recognize patterns in their positive and negative interactions with the students to determine what they need to work on. They will implement and reflect on themselves as well. 4

 S147833

Strategy Rationale

This plan was designed to decrease student behavior issues throughout the school day. Teachers tend to teach expectations and consequences in the beginning of the year but do not enforce them all year. Expectations need to be reinforced daily so the students become familiar with routines and what the expected behavior is.

Action Step 1 5

The behavior committee will provide teachers with the ratio of positive interactions (RPI) form. The teachers will utilize this form to code themselves based on class behaviors. The teachers will analyze their interactions and create a plan of action. Teachers will recognize patterns in their positive and negative interactions with the students to determine what they need to work on. They will implement and reflect on themselves as well.

Person Responsible

Scott McNichols

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

RPI forms, EDW discipline dashboard report

Action Step 2 5

LTF and ESE resource teacher will hold school based team meetings in order to determine effective interventions for at risk students. The ESE resource teacher provides small group instruction through the use of LLI. The LTF provides small group instruction through the use of Foundations.

Person Responsible

Denise Sanon

Schedule

On 6/5/2015

Evidence of Completion

Student data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will receive professional development on this plan. Teacher data chats will occur with administration throughout the year. There is an internal coach that will model how this plan will work. In addition, any of the behavior committee members may support teachers in this program.

Person Responsible

Scott McNichols

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

RPI forms, coaching logs, EDW discipline dashboard reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrative walk throughs; Teachers will collect data on students who are up for SBT and possible referrals

Person Responsible

Scott McNichols

Schedule

Weekly, from 9/15/2014 to 6/4/2015

Evidence of Completion

Interventions prior to referrals, RPI, administrative exit slips

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A1	Explicit Vocabulary Instruction will take place during the Interactive Read Aloud in the reading block and transfer to math and science classes. Teachers will identify commonly used words to explicitly teach to the students. ELA teachers will work with math and science teachers to present the same words in each class. Students will use words from read alouds, Science Studies Weekly, and content area computer software that highlight vocabulary. Students will write the definitions in vocabulary folders. The folders will travel with the students from class to class so they can "freckle" the words as they see or hear them used in each content area. These folders will be monitored by teachers, coaches, and LTF. Students will utilize reading notebooks and supplemental materials to support the Reading Block and Words Their Way during the extended hour.	Stockman, Shannon	9/15/2014	Explicit Vocabulary Folders, Word Walls, Assessment data (Reading Plus, iReady, Science Studies Weekly),	6/4/2015 daily
G1.B6.S6.A1	Students will engage in content area computer programs that are geared to the needs of each individual student. Teachers/tutors will differentiate instruction through the utilization of software and online resources. This will occur during daily instruction as well as Saturday tutorial and summer tutorial.	Sanon, Denise	9/15/2014	iReady, Reading Plus, Imagine Learning, Think Central, Science A to Z,	6/4/2015 weekly
G1.B6.S7.A1	Teachers will differentiate lessons based on data and incorporate supplemental instruction and activities based on students' needs. Teachers will meet with the math coach and LTF to determine students' strengths and weaknesses.	Edwards, Tina	9/15/2014	Data reports	6/4/2015 biweekly
G2.B1.S1.A1	The behavior committee will provide teachers with the ratio of positive interactions (RPI) form. The teachers will utilize this form to code themselves based on class behaviors. The teachers will analyze their interactions and create a plan of action. Teachers will recognize patterns in their positive and negative interactions with the students to determine what they need to work on. They will implement and reflect on themselves as well.	McNichols, Scott	9/15/2014	RPI forms, EDW discipline dashboard report	6/4/2015 daily
G1.B6.S1.A2	Barton's parent liaison will engage parents of students in activities such as parent university, and utilizing the parent resource room to provide them with support and strategies to use at home with their children. The parent liaison organizes Coffee With The Principal as well which is a proactive approach that allows parents to stay in	Sanon, Denise	8/12/2014	Marie Boucard's schedule and documentation of services. PRC sign in sheets, parent training documentations and evaluations	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the loop with what is happening at the school. At all parent events, strategies that are offered will be to improve student academic success. The parent liaison also promotes Books N' Breakfast, as well, as family events that occur at school.				
G1.B6.S7.A2	Students will receive additional math instruction in the math lab with the math resource teacher through the use of manipulatives and computer based math programs. Students will engage in iReady, a math program that is tailored to meet each individual student's needs. The math coach/resource teacher will pull small groups for supplemental math instruction based on data.	Edwards, Tina	9/16/2014	Data chats, walkthroughs	6/5/2015 one-time
G2.B1.S1.A2	LTF and ESE resource teacher will hold school based team meetings in order to determine effective interventions for at risk students. The ESE resource teacher provides small group instruction through the use of LLI. The LTF provides small group instruction through the use of Foundations.	Sanon, Denise	8/12/2014	Student data	6/5/2015 one-time
G1.B6.S1.A3	Administration and reading coaches will attend Teacher's College in NY. This training will provide professional development on the Lucy Calkins framework in which Barton utilizes for reading instruction.	Sanon, Denise	7/1/2014	Teacher's College agenda and materials	6/30/2015 semiannually
G1.B6.S7.A3	Students will engage in math and science challenges in order to build capacity. Instructional coaches will monitor data from these challenges.	Edwards, Tina	8/18/2014	Data collected from each challenge, observation	6/5/2015 monthly
G1.B6.S1.A4	[no content entered]			one-time	
G1.B6.S7.A4	Students in the lowest 25% in reading will receive LLI support.	Sanon, Denise	8/18/2014	Informal running records, student journals	6/5/2015 one-time
G1.MA1	mini-assessments, diagnostics, FAIR, Palm Beach Performance Assessment	Sanon, Denise	9/15/2014	diagnostics FAIR mini assessments benchmark assessments FCAT	6/4/2015 biweekly
G1.B6.S1.MA1	Professional development will be provided to show teachers how this should be done effectively. Coaches will model how to implement explicit vocabulary instruction. During common planning, grade level teams will select words to teach explicitly and add them into the lesson plans for the week.	Sanon, Denise	9/15/2014	Lesson plans	6/4/2015 weekly
G1.B6.S1.MA1	Administration and reading coaches will conduct walk throughs during Interactive Read Aloud. Admin and coaches should see evidence of the vocabulary words around the classroom and on the word walls. All teachers will be held accountable to have vocabulary folders checked and monitored by reading coaches to ensure vocabulary instruction is occurring daily. Teachers will submit lesson plans with vocabulary words in it.	Sanon, Denise	9/15/2014	iObservations, teacher data chats, administrative exit slips	6/4/2015 daily
G1.B6.S6.MA1	Reports will be analyzed during Learning Team Meetings. The LTF and	Byrd, Vikki	9/15/2014	Reports	6/4/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	academic coaches will assist in analyzing the reports.				
G1.B6.S6.MA1	Teachers, with the support of instructional support personnel, will pull data from these programs and analyze it to differentiate instruction.	Sanon, Denise	9/15/2014	Reports	6/4/2015 one-time
G1.B6.S7.MA1	Learning Team Meetings, School Based Team, data	Byrd, Vikki	9/15/2014	Agendas	6/4/2015 one-time
G1.B6.S7.MA1	Data will be used to provide the interventions necessary for all students	Byrd, Vikki	9/15/2014	school based team and child study agendas, PD agendas, LTM agendas, Team Meetings Notes, Common planning, EDW reports,	6/4/2015 biweekly
G2.MA1	EDW Behavior reports	McNichols, Scott	9/15/2014	Walk throughs, EDW behavior reports, RPI forms	6/4/2015 monthly
G2.B1.S1.MA1	Administrative walk throughs; Teachers will collect data on students who are up for SBT and possible referrals	McNichols, Scott	9/15/2014	Interventions prior to referrals, RPI, administrative exit slips	6/4/2015 weekly
G2.B1.S1.MA1	Teachers will receive professional development on this plan. Teacher data chats will occur with administration throughout the year. There is an internal coach that will model how this plan will work. In addition, any of the behavior committee members may support teachers in this program.	McNichols, Scott	9/15/2014	RPI forms, coaching logs, EDW discipline dashboard reports	6/4/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Improve student achievement among content areas

G1.B6 Lack of vocabulary

G1.B6.S1 Teachers will increase the use of tier 2 and tier 3 words throughout content areas.

PD Opportunity 1

Explicit Vocabulary Instruction will take place during the Interactive Read Aloud in the reading block and transfer to math and science classes. Teachers will identify commonly used words to explicitly teach to the students. ELA teachers will work with math and science teachers to present the same words in each class. Students will use words from read alouds, Science Studies Weekly, and content area computer software that highlight vocabulary. Students will write the definitions in vocabulary folders. The folders will travel with the students from class to class so they can "freckle" the words as they see or hear them used in each content area. These folders will be monitored by teachers, coaches, and LTF. Students will utilize reading notebooks and supplemental materials to support the Reading Block and Words Their Way during the extended hour.

Facilitator

Developer - Melissa Kauper Area 2 Reading Resource; Facilitators - Shannon Stockman (ELA coach), Andrea Morgan (ELA Coach), Vikki Byrd (LTF)

Participants

All K-5 teachers; all K-5 students

Schedule

Daily, from 9/15/2014 to 6/4/2015

G1.B6.S7 Use data to drive small group instruction.

PD Opportunity 1

Teachers will differentiate lessons based on data and incorporate supplemental instruction and activities based on students' needs. Teachers will meet with the math coach and LTF to determine students' strengths and weaknesses.

Facilitator

Tina Edwards; Vikki Byrd

Participants

All K-5 Math Teachers

Schedule

Biweekly, from 9/15/2014 to 6/4/2015

PD Opportunity 2

Students in the lowest 25% in reading will receive LLI support.

Facilitator

Stockman, Morgna

Participants

All k-5 teachers and lowest 25 % reading students

Schedule

On 6/5/2015

G2. Improve student behavior through proactive and positive interactions

G2.B1 Teachers do not reinforce expectations and consequences - they are taught in the beginning of the year but not year long - should use behavior matrix throughout the year - teachers need to be consistent throughout the grade level.

G2.B1.S1 The behavior committee will provide teachers with the ratio of positive interactions (RPI) form. The teachers will utilize this form to code themselves based on class behaviors. The teachers will analyze their interactions and create a plan of action. Teachers will recognize patterns in their positive and negative interactions with the students to determine what they need to work on. They will implement and reflect on themselves as well.

PD Opportunity 1

The behavior committee will provide teachers with the ratio of positive interactions (RPI) form. The teachers will utilize this form to code themselves based on class behaviors. The teachers will analyze their interactions and create a plan of action. Teachers will recognize patterns in their positive and negative interactions with the students to determine what they need to work on. They will implement and reflect on themselves as well.

Facilitator

Ms. Hennick (Chair); Behavior Committee

Participants

All Barton Staff (instructional and non-instructional)

Schedule

Daily, from 9/15/2014 to 6/4/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Improve student achievement among content areas	234,054
Goal 2: Improve student behavior through proactive and positive interactions	65,878
Grand Total	299,932

Goal 1: Improve student achievement among content areas		
Description	Source	Total
B6.S1.A1 - Classroom Supplies: Post it Notes Easel pads Permanent Markers Twin Pocket Folders Classroom libraries Highlighters Notebooks Science Studies Weekly Copy Paper and Ink Foundations Kits and Consumables	Title I Part A	8,000
B6.S1.A1 - Reading Plus	Title I Part A	8,100
B6.S1.A1 - Substitutes for PD	Title I Part A	1,544
B6.S1.A1 - PD supplies to include: Paper and Ink for EDW reports Chart paper Markers Binders Notebooks Post Its Folders Highlighters Professional Development Books	Title I Part A	3,000
B6.S1.A1 - Summer and After School Curriculum Mapping (Part time in system and benefits)	Title I Part A	5,026
B6.S1.A2 - Marie Boucard	Title I Part A	38,505
B6.S1.A2 - Postage for parent communication	Title I Part A	500
B6.S1.A2 - Supplies: Student Agendas Food for parent trainings Paper and Ink for communication Materials for parent trainings to include folders, pens, pencils, take home books, chart paper, laminating film	Title I Part A	5,000
B6.S1.A3 - Travel to TC to include: registration hotel airfare meals travel expenses	Title I Part A	4,000
B6.S6.A1 - Part time in system and benefits for tutorial teachers	Title I Part A	7,602
B6.S7.A1 - 0.5 LTF	Title I Part A	32,939
B6.S7.A1 - 0.5 Math Coach	Title I Part A	36,529
B6.S7.A1 - Professional Development Supplies: Binders Dividers Chart Paper Markers Sticky Notes Paper and Ink for EDW reports	Title I Part A	2,000
B6.S7.A1 - Substitutes for Professional Development and Curriculum Mapping	Title I Part A	1,544
B6.S7.A2 - 0.5 Math Resouce (0.5 ESE resource)	Title I Part A	32,939
B6.S7.A2 - 0.5 Math Resource	Title I Part A	32,939
B6.S7.A2 - iReady Student Consumables (5th grade)	Title I Part A	7,000
B6.S7.A2 - Classroom Supplies: Chart Paper Post it Notes Markers Pencils Notebooks Paper and Ink for classroom use	Title I Part A	2,387
B6.S7.A4 - LLI Blue Kit	School Improvement Funds	4,500
Total Goal 1		234,054

Goal 2: Improve student behavior through proactive and positive interactions		
Description	Source	Total
B1.S1.A2 - 0.5 LTF	Title I Part A	32,939
B1.S1.A2 - 0.5 ESE Resource (0.5 ESE coordinator - operating)	Title I Part A	32,939
Total Goal 2		65,878